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AUTHOR Hazard, Francis E.; Rosebush, Judson
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ABSTRACT

In order to identify and obtain an assessment of public attitudes about "quality of life" conditions and issues in Tuscarawas County, 25 students enrolled on the Tuscarawas Campus of Kent State University were specially trained to conduct interviews with a random sample of 307 Tuscarawas County residents and 50 specially selected "thought leaders"--professionals who hold prestige positions in the community. In all, 242 members of the general ppopulation and 48 "thought leaders" were actually interviewed. Respondents were asked to indicate the degree of their satisfaction or dissatisfaction with regional services and issues in the following areas: health care and social services, security, housing, local government and its services, law and order, recreation and environment, taxes, schools, consolidation of services, and confidence in specifically named public figures. Each respondent made 175 judgments, and each judgment had seven gradations. Valuable data were obtained which can be of benefit to community leadership groups, organizations, and institutions interested in grass roots attitudes, and in developing goals for improving the quality of life in the community. Response variance was found to exist on some topics according to group, place of residence, and other demographic variables. The survey instrument and results are appended. (Author/NHM)

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ASSESSMENT OF COMMUNITY CONCERNS FOR QUALITY OF LIFE

A PERSPECTIVE FOR THE BICENTENNIAL

Authors: Dr. Francis E. Hazard, Director, and
Dr. Judson Rosebush, Professor, Political Science
Kent State University, Tuscarawas Campus

(A Layman's Abstract of a Research Paper)

Presented By:
Dr. Francis Hazard
Kent State University
Tuscarawas Campus
New Philadelphia, Ohio 44663
(phone 216/339 3391)

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ABSTRACT

Title of Paper: *Assessment of Community Concerns for Quality of Life - A Perspective for the Bicentennial*

Authors, Institutions: Francis E. Bossard, Director
East State University, Tomorrowsa Campus

Jaffess Bradford, Professor, Political Science
East State University, Tomorrowsa Campus

OBJECTIVE: *To identify and obtain an assessment of public attitudes about "quality of life" conditions and issues in Tomorrowsa County including its several small cities and towns.*

THEORETICAL FRAMEWORK: *Community leadership in civic and planning affairs often expressed a need to obtain public opinion in order to set goals and objectives toward improvement of the quality of life in their respective communities. Advent of the Bicentennial provided added stimulus under the auspices of the Chamber of Commerce and East State University.*

METHODOLOGY: *A random sample of 242 adults provided the subjects of personal interviews within households based upon a selection formula developed by Leslie Kish and Roy Carter. Two samples were interviewed: 194 general public and 48 thought leaders.*

DATA SOURCE: *A questionnaire was utilized to obtain responses to questions developed by a task force of university students and community leaders. Topics included concerns about the following: health care and social services, security, housing, local government and its services, law and order, recreation and environment, taxes, schools, consolidation of services, confidence.*

RESULTS AND CONCLUSIONS: *Valuable data were obtained of benefit to community leadership groups, organizations and institutions interested in grass roots attitudes about critical community concerns, and application of such data to decision making approaches to the development of goals and objectives toward improving the quality of life in the community.*

IMPORTANCE OF THE STUDY: *The model illustrates the feasibility of increasing social participation by means of interview research to provide community leadership with improved data-based information for community decision making.*

East State University, Tomorrowsa Campus, University Drive N.E., Gee Philadelphia, Ohio 44663 Ph. 216/339-3391.

[illegible] of community concern and quality of life --

a perspective and an assessment

Introduction

The objective of this study was to identify and study an assessment of public attitudes about "quality of life," particularly as they pertain to the Penn Forest Pike County of Tunkhannock -- the town, small cities, and rural areas. The study was conducted to utilize the resources of the Penn and faculty of a small two-year college which exists to service the county's central community, namely the Bell State University Regional College at Bon Philadelphia.

Just as the Gallup poll has periodically observed local and national attitudes on issues which most concern the American people, community leadership in this Pike county expressed a desire to study public opinion in order to set goals and objectives toward improvement of the quality of life in their respective communities. Ahead of the Bicentennial provided added stimulus for the study under the auspices of the Chamber of Commerce and Penn State University.

A review of literature on community development revealed that there is frequently only a small percentage of citizens of a community who become actively involved in community development. This may be considered that involvement of key community leaders is necessary to effect successful community action. This was done. But, in addition, it was also felt that the project would have a further beneficial result if

opportunity were provided for broader campus participation in this leadership process.

It was decided to conduct a number aspects of service was would be indicative of personal responsible service knowledge, commitment based upon a definitive history providing reasonable assurance that the aspects would be representative of the person population. The intent of a desirable aspect of community leadership would be incorporated against this, the several population aspects. The study worked questioned the opportunity for college students to increase with criticism to "real" communities. This investigation resulted in a learners communication process and educational policy appreciation for the concern dropout point by the non-town college to share community for constructive positions. The study was designed to focus attention upon community issues and concerns by need of projection as well as institutions, relationships and qualities of life that affect people today.

The data source was a questionnaire built to obtain opinions on procedures developed by a task force of college students, faculty, and community leaders. Topics included concerns about the following: health care and social services, security, housing, local government and the services, law and order, recreation and environment, taxes, schools, characteristics of services, and public confidence in specific area based public figures.

The model presents measurements on seven values in the categories as shown in the worksheet below to provide us an assessment of loyalty, dependency, and attachment aspects as compared with average response to the case scenario. It characterizes the negatives that projected prospects have in their value exchange and dispersion to services both to the customers and the own employees personnel. It provides an assessment breakdown score analysis that we can apply a large inconsistency in the category, and problems and therefore qualities of protecting meaningful concerns for a particular geographic area, and possibly and the relationship boundaries. It categorizes decision making level in broader levels. And it used to evaluate how the analysis of information learning gain these environmental data to design levels.

It has demonstrated that accurate data value to eliminate or quantify in categories relationship groups, organizations, and technologies report detail to great level accurate areas customer categories necessary.

The model found in this model. Characterizes the capabilities of an analysis to service performance to assess of responsive research a personal relationship hardware and improved personnel advantages the categories decision-making and the learning of "core practice" gains and perspectives that the categories and its sustainability. It further characterizes the hypothesis of achieving categories average resources for achieving value statements.

Assessment Framework

Applying the this model used from the groups the results Confident of

Selection of the Household Respondent

To obtain an objective random sample of respondents from each randomly selected household, a procedure was used that was to satisfy two basic conditions of a random sample survey: (1) to provide a known probability of inclusion of every element of the population, and (2) to provide a method which could be translated into a procedure which could be applied in practice by a team of non-professional interviewers. The procedure utilized was devised by Leslie Kish, adapted by Roy E. Carter, and later published by Backstrom and Hursh. Conducting the interviews in the home was believed to contribute toward a satisfactory interview situation.

The interviewer was given pre-designated addresses of households where one respondent was then selected from each household by a fixed procedure. Use of this procedure had the advantage of taking selection of respondents out of the hands of the interviewers. The procedure attempts to give any one adult a known probability of being interviewed within a single housing unit. A respondent-selection key tells the interviewer which person to interview in the housing unit. Whatever the household composition, use of the key would indicate which person to interview based upon the number of adults residing there and how many of these adults were men. Six alternative versions of the respondent-selection key inserted into the questionnaires in rotation were designed to provide a sample of adults of different sex and age relationships in the same proportion as they exist in the community.

Selection of the Thought-Leader Group

By subjective means it was the intent of this research to identify thought-leaders in the community who would ordinarily occupy positions of influence and power and who were generally identified as doers, well enough informed to help determine public policy regarding the issues and topics of interest in this research.

Hunter, in his study on Community Power Structure, identified individuals of power influence in prominent positions of business, government, civic associations, and society activities. He concluded that these are the decision-makers for the total community, that is, persons of dominance, prestige, and influence.

Through consultation with Chamber of Commerce leadership and with leaders in government, industry, religion, and other organizations a group of 50 thought-leaders - men and women - were identified who held positions as community leaders or presidents of companies or chairmen of boards or who have professional positions of some prestige. It was further assumed that some of the major social, economic, and political interests of the community would then be represented. Thus, for the purpose of this particular insight in this study, it was expected that the thought-leader group obtained would enable useful comparisons of responses with the general population to the questions in the survey. It must be noted that in the general-population sample it was not possible to exclude power-influence people nor was it possible to include all power-influence people who might be found in the community in the thought-leader group.

From this group of 50 people chosen on a subjective basis interviews were eventually obtained from 48.

Development of the Survey Instrument

The survey questionnaire was developed over a period of two months of intensive review of general categories of citizen interest and statements and issues to be evaluated. Considerable care was required in the process of refining phraseology within each statement to remove ambiguity and to increase statement precision and clarity. This "hammering out" process between students and instructor immediately disclosed the effort required of this particular function and its value as an academic exercise.

As mentioned earlier, questions were categorized into different area-of-concern groupings. The range of statements developed was intentionally broad in scope for it was hoped that the data would reveal multi-faceted information and would lend itself easily to broad practical application. Not only would the data permit assessment of public awareness, understanding, and support for existing conditions; but it would also help identify the strong points as well as the weak points of community institutions and services, some of which might not be satisfactorily provided in the eyes of the public. These data would subsequently help to identify goals and objectives needed to improve the quality of life in the community.

Questions were structured and worded to minimize the possibility of habitual responses to a series and to retain respondent interest by

utilizing a variety of question structures. Questions were largely of the short answer and forced choice format because of the fact that non-professional student interviewers were being used, to minimize interviewer bias, to reduce the task of classification, to increase the comparability of data, and to facilitate coding of the survey responses. The degree of intensity with which a respondent held his opinions was assessed by the use of Likert scaled responses with a provision for open-ended "further comment." The survey instrument was critiqued by students in political science and sociology classes, faculty, administrators, and leaders of the local Chamber of Commerce.

The eventual result was a series of 175 statements covering a wide range of community issues, categorized into 11 topical areas. Each statement provided for respondent evaluation according to his/her satisfaction with that particular question or issue, over a range varying from highly dissatisfied through a seven point scale to highly satisfied. The mid-point of the scale meant that the respondent had no opinion or that the situation described did not apply to the respondent. Each respondent was asked to read, or have read to them, each statement and to encircle for each the number at the right of the statement which best described his/her point of view. The instrument closed with demographic data designed to create a respondent profile and to permit cross tabulations with particular topics of concern. Demographic items covered twelve variables: occupation, union affiliation, participation in community organizations, religious preference, home ownership,

marital status, dependent children, family income, birth date, school district, education completed, and sex.

It was found that delicate skill was required for the task of handling such a wide array of statements in an interview situation. The experience also demonstrated a tribute to the 25 college students, doing this work for the first time, as a successful measure of their ability to cope with often difficult travel-people-time situations. This combination is mentioned because each interview required at least one hour. Travel to a particular rural home where it was often difficult to make appointments or find the correct person to be interviewed was a real aggravation. At the same time, to encourage honest responses without being biased by interviewer comment or demeanor was a task that required real diplomacy and tact and ability to draw out often-times reluctant respondents.

Selection and Training of Interviewers

It was considered advantageous to use college students as interviewers because of the fact that they were indigenous to the population being interviewed and because of their inherent interest in the community and its future.

A total of 25 different interviewers was selected from college students available at the Tuscarawas Campus. These people had enrolled in a course of study designed for the particular purpose of challenging them in an investigation that would tax their imagination, initiative, and ability to make a positive creation to their education and to the

community. The course was "sold" and set up by the joint efforts of the sociology and political science departments. College credit for two quarters was given. It took that long to build the instrument and do the interviewing. Any student desiring to enroll was permitted to do so. It was felt by the instructors that good teaching and thorough preparation at each stage of the "building process" would result in a successful conclusion. This proved to be the result. All but one of the students who started completed their share of the work, to both build the instrument and do all the interviewing. This does show that any representative group of American students does have real potential. This group was no different or more special than any other which is well motivated.

It should be noted in passing, however, that all student interviewers, as part of the course, were given training sessions during which they received written, oral and visual training regarding tactics of interviewing, cautions, stock answers, use of the survey questionnaire, guidelines and checklists as suggested by Backstrom and Hursh in Survey Research and Kahn and Cannel in The Dynamics of Interviewing.

Careful record keeping was maintained during the field work as surveys were sent out and returned to the research office for data processing.

Data Processing Controls and Procedures

Household address labels were affixed on each survey instrument and on a matching control card which was maintained in the research office.

[illegible] were utilized to record the interviews identification, the date and date returned, and final disposition of each case. The respondent was asked to verify the legitimacy of the survey with the supervisors also, with that of the interviewer. Follow-up phone calls were made to randomly selected respondents to verify that certain procedures had been used with them. Interviews were completed in a personal face-to-face basis, and telephone interviews were not permitted. Using tape recording for key-punching as summary sheets and eliminated to skip a sequence number and a recorder. This procedure helped to reduce recording errors and helped to assure consistency in categorizing of open-ended responses. After data were key-punched, the printouts were verified against original questionnaires for correctness and edits.

Statistical Techniques

Availability of computer provided programmed routines for statistical analysis of the data greatly simplified the task of data processing. Each statistical routine provided numerical calculations for all responses, percents, and chi-square tests between cross-tabulations for significant demographic variables. Certain steps were made for purposes of testing geographic or institutional inference. Four variable points categories and geographical areas for law enforcement, public services, hospital services, and levels of communities subject to the possible consideration of public services.

In order to investigate the causes of short and short-term migration and representations of the social causes [illegible] [illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

the interviewing process was one or two. This implies that the structure of a total instrument composed of 175 situations, with only one or two questionable items is a real credit to the intuitiveness, dedication, and intelligent application of both students and adviser. The word "intuitive" is used on purpose because it is the conviction of this writer that purely mechanical methods for construction of good measurement instruments is impossible. This attitude thus can apply a qualitative aspect - and properly so - to an otherwise overly quantitative method of inquiry.

In passing it should be emphasized that in an instrument of this kind one is making an appraisal, not only of one form of public polling technique, but also a measure of the untapped potential discoverable on a normal regional (or community) college campus. It is too often forgotten, as experienced by the writer of this review, that the average American college student, no matter what his age, nor what his occupation--and these kind of campuses attract them all--can be motivated into efforts like this one by dedicated teachers. The results can be professional and intellectually stimulating and beneficial to a particular community (academic or not) and can provide a real contribution to the creation of a more fulfilled individual. After all, is that not what good education is all about?

It is also worth comment about the way in which student--advisers minds worked in constructing this instrument.

First is that where a long list of statements occurred without a preliminary lead-in to prepare the respondent, it was decided to break up the list, change the format, and sometimes even abruptly shift the interest area.

An example of this was with Item #37 as shown below:

RESPONSE PERCENTAGES

N = 194 N = 48
General Public/Thought Leaders

PERCENTS

37. YOU may feel satisfied OR dissatisfied about the places your tax dollar goes. Therefore, what is YOUR opinion about tax money that is spent for:	highly dissatisfied 1	2	3	no opinion 4	5	6	highly satisfied 7
a. schools	21/4	6/4	12/8	7/4	18/25	14/42	22/13
b. the pay for policemen and firemen	6/0	6/4	7/6	15/8	24/35	22/40	20/6
c. parks and recreational areas	11/0	4/0	10/13	14/10	24/40	18/25	19/13
d. sewage and water service	14/2	6/2	8/13	15/10	22/33	18/27	16/13
e. street (road) repair and improvement	20/0	9/4	11/10	10/10	24/38	11/27	15/10
f. a possible inter-city bus system (tax supported)	26/17	9/13	5/8	30/33	13/19	7/8	10/2
g. a proposed second airport for the county that can handle larger commercial planes than the New Philadelphia airport now can	33/15	7/19	9/13	23/17	14/8	5/19	9/10
h. historical site developments financed by taxes	22/17	10/13	10/19	22/15	19/19	5/10	12/8
i. the remodeling of the County Court House dome	23/6	7/10	8/6	20/17	15/17	9/21	17/23
j. Other (specify)_____	3/4	1/0	1/0	89/96	3/0	1/0	3/0

As seen above, the leading statement itself was balanced by using both "satisfaction" and "dissatisfaction"--an attempt to reduce instrument bias. In addition, the question was asked as to "YOUR opinion" about tax money that is spent for these different governmental activities.

It should be noted that for the statement on "tax dollars for SCHOOLS"-- Item #37a--a second sorting of basic statistical data was made using "school district" as the category. Not shown below is that sort.

Again, Item #38 was sorted on the basis of the demographic variables of income, home location, education, and age. This was done because respondents had strong opinions, one way or another, on this statement.

RESPONSE PERCENTAGES

N = 194 N = 48
General Public/Thought Leaders

PERCENTS

	highly dissatisfied 1	2	3	no opinion 4	5	6	highly satisfied 7
38. Generally, I am satisfied or dissatisfied with the *local* taxes I pay, considering the services I get in return	25/0	9/6	11/2	13/0	19/38	12/40	11/15

There is a present emphasis on law and order in this Bicentennial period. Statements were included to cover public attitudes here. Not suprisingly the Ohio State Highway Patrol received extremely high marks from all who responded to this questionnaire. This result may be due to the high professionalism found in the State Highway Patrol. Item #29a.

RESPONSE PERCENTAGES

N = 194 N = 48
General Public/Thought Leaders

PERCENTS

	highly dissatisfied 1	2	3	no opinion 4	5	6	highly satisfied 7
29. a. The State Highway Patrol as it operates here . . .	8/2	3/2	4/2	9/0	23/15	25/58	28/21
b. The fact that the Patrol cannot deal with offenders of the law *off* of *state* highways	25/13	12/19	11/21	21/13	14/12	8/10	9/13

Items #30 and 31 responses to statements evaluate local and county law enforcement agencies.

RESPONSE PERCENTAGES

N = 194 N = 48

General Public/Thought Leader

	1	2	3	4	5	6	7
	highly dissatisfied			PERCEIVES no opinion			highly satisfied

The next two questions deal, *first*, with *local* and, *second*, with *county* law agencies.

30. Are you satisfied or dissatisfied with how our *local* city and town law enforcement agencies handle

a. crime prevention	23/6	8/13	16/19	11/8	19/29	11/23	11/2
b. the selling of illegal drugs	34/8	10/15	12/21	15/4	14/33	7/17	8/2
c. local liquor law enforcement	26/4	7/17	11/21	15/8	18/29	12/17	12/4
Comment _____							
d. the selling of parlay sheets	22/10	5/15	6/13	48/35	7/17	5/6	6/4
e. the sale of pornographic material	29/17	11/17	6/13	29/21	10/13	7/17	7/2
f. regulations concerning bicycles	16/6	7/8	10/19	18/8	25/40	9/17	14/2
g. regulations concerning minibikes	23/6	6/13	12/21	10/6	20/27	11/17	10/2
h. regulations concerning motorcycles	22/8	6/15	10/21	15/8	21/25	14/17	12/2
i. other (specify)_____	5/4	1/4	2/0	84/92	5/0	4/0	1/0

31. Are you satisfied or dissatisfied with how our *county* sheriff law enforcement agency handles:

a. crime prevention	16/4	7/13	12/10	19/13	22/33	13/23	10/2
b. the selling of illegal drugs	22/6	9/6	13/17	20/15	17/30	9/21	10/2
c. liquor laws	20/4	8/10	9/19	19/10	21/40	12/15	11/2
d. the patrolling of rural areas	15/10	11/4	12/15	23/23	19/23	9/19	10/4
e. regulations concerning motorcycles	15/4	6/17	8/21	23/10	23/21	9/17	12/2
f. other (specify)	4/2	2/2	2/4	86/90	5/0	0/2	2/0

As can be noted, public estimate of the ability of these groups to perform their functions well is not the best. Actually, when the matter of specific law enforcement activities is involved, attitudes tend to range in almost the same areas as when the matter of general law enforcement is questioned. In any case, the General Public tends to be more strongly dissatisfied with police and sheriff efforts than are the Thought-Leaders.

To press this analysis further the data was also sorted, based on city and township in which respondents lived. Not shown here is this sort.

This is an area of real concern to this Regional Campus. For under the federal Safe Streets Act police, sheriff and county enforcement personnel are encouraged to upgrade their academic proficiencies. The local sheriffs office, for example, has not only had the sheriff himself in classes but also his deputies. There is not one police force in the area that is not represented in the current student body.

The sampling of questions in this instrument demonstrates the range of response/evaluation that may be found in public opinion/attitude assessment. Responses to other questions on environment and public confidence in selected officials and institutions may be found by referring to the complete questionnaire in the appendix.

To wrap up the questionnaire the survey sought respondent opinion about (1) what they like most about living in their community, and (2) their judgment of the NUMBER ONE public issue or problem situation in

need of attention.

Most respondents cited satisfaction with small community life due to friendliness and welcome environment. Identification of problems for them was more diverse, particularly among the general population. The highest proportion of Thought-leaders offering comment recommended broader based citizen involvement. Nearly half of both groups did not identify a number one issue, problem or concern.

In conclusion, this model illustrates the feasibility of increasing social participation by means of interview research to provide community leadership with improved data-based information for community decision-making.

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Law & Order (Con't)

RESPONSE PERCENTAGES

N = 194 N = 48

General Public/Thought Leader

PERCENTS

	highly dissatisfied 1	2	3	no opinion 4	5	6	highly satisfied 7
30. f. regulations concerning bicycles	16/6	7/8	10/19	18/8	25/40	9/17	14/2
g. regulations concerning minibikes	23/6	6/10	12/31	19/6	20/27	11/17	10/2
h. regulations concerning motorcycles	22/8	6/15	10/21	15/8	21/29	14/17	12/2
i. other (specify)_____	5/4	1/4	2/0	84/92	5/0	4/0	1/0
31. Are you satisfied or dissatisfied with how our county sheriff law enforcement agency handles:							
a. crime prevention	16/4	7/13	12/10	19/13	22/33	13/25	10/2
b. the selling of illegal drugs	22/6	9/6	13/17	20/15	17/33	9/21	10/2
c. liquor laws	20/4	8/10	9/19	19/10	21/40	12/15	11/2
d. the patrolling of rural areas	15/10	11/4	12/15	23/25	19/23	9/19	10/4
e. regulations concerning motorcycles	15/4	8/17	8/21	25/19	23/21	9/17	12/2
f. other (specify)	4/2	2/2	2/4	86/90	5/0	0/2	2/0

VI. RECREATION AND ENVIRONMENT

32. Recreational activities for:							
a. girls and women	15/4	8/17	10/13	21/13	25/27	10/19	11/8
b. senior citizens	14/8	6/13	8/13	21/13	20/33	17/17	14/4
c. boys and men	11/0	3/4	7/8	19/4	26/27	19/40	16/17
33. a. Playgrounds and recreational areas near my home	16/2	3/2	4/8	22/15	20/23	20/33	15/17
b. Plans for "mini-parks" in areas of the community not served by a larger city park	8/2	4/6	7/8	34/33	24/17	11/21	13/13
34. The Tuscarawas County Y.M.C.A.	6/0	2/4	4/0	27/8	14/10	16/40	32/38
Comment _____							
35. The local library	1/0	0/2	3/6	15/2	19/13	21/44	41/33
36. For the following items are you in favor (satisfied) or not in favor (dissatisfied) with:							
a. The reclamation of local strip mine areas	15/10	10/13	8/8	11/2	13/13	12/25	30/29
b. A clean-up of the Tuscarawas River and its stream system	15/4	5/15	9/10	11/8	14/13	11/17	34/33
c. The conversion of "abandoned" railroad right-of-ways into areas for public use by hikers, cyclers, or horseback riders	8/2	4/2	7/6	24/19	13/19	11/25	34/31
d. The restoration of the Old Mill of the Big Stillwater (Uhrichsville)	8/2	3/4	6/6	52/50	12/15	6/13	13/10
e. The creation of a county historical museum	10/0	5/4	5/10	18/17	18/19	13/27	32/23
f. The creation of a county park, centrally located	18/4	4/15	6/19	22/21	12/6	9/17	28/19

RESPONSE PERCENTAGES

N = 194 N = 48

General Public/Thought Leaders

VII. TAXES

PERCENTS

	highly dissatisfied 1	2	3	no opinion 4	5	6	highly satisfied 7
37. YOU may feel satisfied OR dissatisfied about the places your tax dollar goes. Therefore, what is YOUR opinion about tax money that is spent for:							
a. schools	21/4	6/4	12/8	7/4	18/25	14/42	22/13
b. the pay for policemen and firemen	6/0	6/4	7/6	15/8	24/35	22/40	20/6
c. parks and recreational areas	11/0	4/0	10/13	14/10	24/40	18/25	19/13
d. sewage and water service	14/2	6/2	8/13	15/10	22/33	18/27	16/13
e. street (road) repair and improvement	20/0	9/4	11/10	10/10	24/38	11/27	15/10
f. a possible inter-city bus system (tax supported)	26/17	9/13	5/8	30/33	13/19	7/8	10/2
g. a proposed second airport for the county that can handle larger commercial planes than the New Philadelphia airport now can	33/15	7/19	9/13	23/17	14/8	5/19	9/10
h. historical site developments financed by taxes	22/17	10/13	10/19	22/15	19/19	5/10	12/8
i. the remodeling of the County Court House dome	23/6	7/10	8/6	20/17	15/17	9/21	17/23
j. Other (specify)_____	3/4	1/0	1/0	89/96	3/0	1/0	3/0
38. Generally, I am satisfied or dissatisfied with the *local* taxes I pay, considering the services I get in return	25/0	9/6	11/2	13/0	19/38	12/40	11/15

Comment _____

_____

_____

_____

VIII. SCHOOLS

39. Are you satisfied or dissatisfied:							
a. with the moral standards that *people* have today	37/6	14/21	18/31	8/2	13/29	5/8	5/2
b. that schools today do a better job of educating young people than was done, say, a generation ago	27/0	10/19	11/15	7/4	19/33	14/19	12/10
c. that sex education should be provided for in school classes	12/0	6/2	7/8	9/4	22/27	18/25	27/21
d. that sex education should be handled at home	11/2	5/21	8/8	9/6	22/17	18/25	27/21

Comment _____

_____

_____

_____

40. In the same way, what is your opinion on:							
a. How local schools prepare young people for:							
(1) jobs	15/0	12/25	14/40	8/2	26/21	13/13	12/0
(2) college	11/0	9/6	7/17	11/2	26/33	20/38	16/4
(3) good citizenship	16/2	10/6	11/33	13/0	23/38	12/21	14/0
b. The Joint Vocational School now being built	5/2	3/0	6/2	19/2	20/8	23/46	26/40
c. The training of people for jobs by area business firms	10/0	5/15	6/17	15/4	24/23	19/31	20/10
d. or by HARCATUS	8/2	4/8	6/13	48/38	13/31	10/8	10/0

RESPONSE PERCENTAGES

N = 194 N = 48

General Public/Thought Leaders

PERCENTS

	highly dissatisfied 1	2	3	no opinion 4	5	6	highly satisfied 7
40. e. The Kent State University Branch as a:							
(1) two year school	7/2	3/0	5/2	27/15	20/21	13/27	24/35
(2) four year college	3/10	2/6	6/15	32/21	11/10	14/13	32/25
(3) school offering courses I am interested in	3/0	2/0	6/2	47/31	15/35	12/25	16/6
(4) school offering job related courses	1/0	2/0	6/4	43/23	17/33	13/29	18/10
41. This next question is an effort to discover, from YOUR EXPERIENCE, what you think about:							
a. the local school board	23/2	5/2	13/4	17/6	18/38	13/40	11/8
b. the teachers here	12/0	4/2	13/10	14/4	30/40	13/38	12/6
c. courses offered	7/0	3/2	7/4	19/4	31/46	17/31	16/13
d. the school buildings	7/2	6/13	6/8	11/0	24/35	24/29	24/13
e. text books used	6/0	4/4	7/8	34/23	23/40	12/19	15/6
f. the local school administrators	14/2	8/0	11/4	25/6	19/23	10/42	14/23
g. the dealing with problem students	18/2	7/13	19/19	26/17	17/27	8/21	8/2
h. the County School Board	11/8	6/10	11/4	38/38	19/19	8/17	8/4
i. school activities and sports	5/4	2/2	6/6	12/0	26/35	23/44	25/8

IX. CONSOLIDATION OF SERVICES

42. Would you be satisfied or dissatisfied with a consolidation of the following:							
a. local police departments	22/8	6/2	11/8	24/19	13/8	12/17	12/38
b. inter city street departments	19/8	4/2	9/6	28/19	16/13	12/15	11/38
c. inter city water and sewer facilities	18/4	6/4	10/6	27/19	15/10	12/19	12/38
d. the local school systems	27/8	8/6	10/2	23/19	9/6	10/23	12/35
e. consolidation of some of the above on a *county-city* basis	27/17	8/4	8/8	38/27	8/6	8/19	4/19
Comment _____							
f. merging Dover and New Philadelphia into one city	30/2	6/6	6/2	31/27	5/2	7/17	15/44
g. merging Dennison and Uhrichsville into one city	13/4	3/6	2/0	52/33	7/2	3/15	20/40

X. CONFIDENCE

	no trust at all 1	2	3	4	5	6	complete trust 7
43. This next question asks that YOU rank as to how much YOU TRUST—have CONFIDENCE in the following:							
a. Ex-Governor Rhodes	20/10	8/10	12/13	24/6	19/29	5/19	14/13
b. Local Politicians	22/0	10/6	19/17	14/2	23/33	8/31	6/10
c. The Better Business Bureau (CANTON)	5/0	2/4	4/4	34/23	22/29	13/33	21/6
d. Local banks	4/0	2/2	5/0	10/2	18/13	27/52	35/31
e. Your township trustees	6/0	5/2	8/10	26/19	20/33	17/25	19/10
f. Oil and gas companies	36/13	13/8	11/21	12/6	13/35	8/13	7/4
g. Local businessmen	7/0	6/0	13/4	14/0	30/33	15/52	14/10

RESPONSE PERCENTAGES

N = 194 N = 48
General Public/Thought Leaders

PERCENTS

	no trust at all 1	2	3	4	5	6	complete trust 7
43. h. Internal Revenue Service	18/9	8/6	12/21	10/7	25/35	10/19	11/2
i. The Docters here	11/0	5/0	10/6	9/0	26/38	10/42	25/13
j. Garbage and trash collectors	8/0	3/0	4/6	14/13	23/29	26/38	22/15
k. Local Lawyers	9/0	6/2	15/8	25/8	23/40	13/31	12/10
l. Governor Wallace	16/10	6/8	11/25	26/21	16/19	12/8	11/8
m. Local law enforcement officers	14/2	7/0	17/10	11/2	22/30	15/25	13/25
n. The local newspaper	12/6	6/2	11/10	12/10	25/40	14/10	10/13
o. Congressman Wayne Hays	6/2	6/10	12/17	23/8	25/25	12/21	16/17
p. Local real estate salesmen	13/2	11/0	18/21	21/8	21/42	5/17	12/10
q. Union leadership	21/6	8/23	14/21	24/13	20/17	5/15	9/6
r. Governor Gilligan	21/10	13/15	14/21	10/17	17/15	9/15	6/6
s. Local city (village) councilmen	9/0	8/2	9/8	22/6	30/44	13/27	10/13
t. Your local minister, rabbi, or priest	8/0	2/2	2/4	11/2	17/23	21/40	40/27
u. Local judges	11/0	5/2	15/10	10/6	22/25	16/44	13/10
v. President Nixon	42/17	8/4	9/8	12/13	8/21	8/21	14/6
w. The church you attend	4/0	1/0	2/6	16/6	16/8	16/50	45/29
x. Your local mayor	15/2	6/0	11/6	12/2	23/29	14/31	19/29

XI. SUMMARY

44. a. To wrap up this survey could you please tell the interviewer what ONE thing YOU MOST LIKE about living in this area?

26/60	0 no response
24/60	1. small, clean, friendly, intimate, the countryside
5/6	2. full of good people
4/4	3. small town close to metropolitan areas
5/2	4. good atmosphere in which to raise families
6/2	5. quiet, peaceful
5/2	6. no big city problems-congestion, violence
4/0	7. lived here all my life
1/0	8. low taxes
1/2	9. a growing potential

Summary (cont'd)

RESPONSE PERCENTAGES

N = 250 N = 40
General Public/Thought Leader

44 b. In the same way, all things considered, what is the NUMBER ONE issue or problem or situation in this area that YOU THINK needs to be dealt with--to make this a better place to live.

4/1	0 no response
7/7	1. need more involvement of everyone in area problems (a) don't let George do it (b) better city-business relations (c) Dover's political apathy and zoning defects (d)...of youngsters in community activities (e)...of runners by bums or bare nuts and senior citizens (f)...of citizens in public affairs (g)...of teachers and/or parents in childrens' behavior
2/2	2. county political situation improvements: (a) a city manager (b) Dewiaen-Christianlle consolidation (c) Dover-New Phila consolidation (d) clean up city administration.
10/10	3. better law enforcement (speed-drugs-safe nights)
2/10	4. School, plants and problems: (a) upgrade schools per se (b) upgrade schools plant (c) money-spend funds where voted for (d) better educational policy (e) schools consolidation
0/0	5. young people concerns plus Guaddenhutten pool, drug raids, curfews, drugs in school
5/5	6. more industry--orderly growth
15/15	7. miscellaneous suggestions for "improvements:" (a) improve downtown areas (b) correct legal inequities (c) clean up towns, tear down old buildings, repair others (d) put unemployed to work--don't pamper them (e) cut down air pollution--trash around homes (f) correct hospital charges & "poor" doctor's diagnosis and service (g) too much disrespect of property (h) drastically moderate local labor union climate (i) housing (j) better competition (low price fixing) between grocery stores.
5/0	8. specific suggestions: (a) stop light at 51st and High (b) cut out long distance phone charges to Christianlle & Deemann (c) relocate Route 39 Sugartreek to Dover (d) better mosquito control (e) get rid of pigeons downtown (f) better road lighting (g) more recreational facilities needed
4/4	9. miscellaneous: (a) stop inflation here (b) reclaim strip mines (c) "waste good old days" (d) taxes too high (e) eliminate industry--"just messes things up"

YOU'VE BEEN VERY PATIENT, NOW A FEW LAST QUESTIONS ABOUT YOURSELF

45. What is your job... your present occupation? What do you do for a living?

(Job) _____

46. Have you ever been a member of any union?

_____ 1 yes
_____ 2 no

47. Do you belong to any organizations... such as the PTA, or civic groups, lodges, church groups, and the like?

Total No. of Organizations Individual belongs to

circle each and total number at left for each category

_____ 1 Fraternal/Social — Moose, Elks, Moose, Rotary, Kiwanis, Lions, Optimists, Shriners, Freemasons, Eastern Star, alumni associations, country clubs, and fraternities or sororities

_____ 2 Professional — American Medical Association, American Association of University Professors, National Office Managers Association, Rubber-Tire Manufacturers Association, American Institute of Banking

_____ 3 Public Affairs — League of Women Voters, Citizens Congress, American Civil Liberties Union, Parent-Teacher Association, White Citizens Council, NAACP

_____ 4 Public Service — Red Cross, Alcoholics Anonymous, Civil Defense, Social Welfare, United Fund Drive, Salvation Army

_____ 5 Business — Chamber of Commerce, Goodwill Industries, Community Development Associations

_____ 6 Farm Associations — Farm Bureau Federation, Farmers Union, 4H

_____ 7 Church or Religious — (specify from single church affiliations) Knights of Columbus, Ladies Aids and Guilds, Choir

_____ 8 Veterans/Patriotic — American Legion, Veterans of Foreign Wars, National Guard, Reserve Officers Association, Any military reserve

_____ 9 Cultural/Esthetic — Great Books Club, Theater Groups, Symphony Orchestral associations

_____ 10 Hobby/Sports — Garden clubs, bridge clubs, dance groups, classic car clubs, golf clubs, bowling leagues, hunting clubs

_____ 11 Miscellaneous — music union,

_____ 12 Any other? (specify) _____

_____ 13 None

NOTE—Trade unions and religion are requested separately elsewhere.

_____

48. Do you have a religious preference?

_____ 1 protestant
_____ 2 Catholic
_____ 3 Jewish
_____ 4 other (specify) _____
_____ 5 none

49. Do you own or are you buying your own home, or are you renting it?

_____ 1 owns or buying
_____ 2 rents

[illegible] What is your marital status?

[illegible] 1	married
[illegible] 2	single
[illegible] 3	divorced
[illegible] 4	widowed
[illegible] 5	separated

[illegible] Are there any dependent children, under 18, living at home? (If yes, how many?)

[illegible] 1	none
[illegible] 2	one
[illegible] 3	two
[illegible] 4	three
[illegible] 5	four
[illegible] 6	five
[illegible] 7	six or more

[illegible] Below is a list showing different family income groups. Just give the letter of the group that [illegible] is in.

[illegible]	a	[illegible]
[illegible]	b	Under $5,000
[illegible]	c	$5,000 to $9,999
[illegible]	d	$10,000 to $14,999
[illegible]	e	$15,000 to $19,999
[illegible]	f	$20,000 and over
[illegible]	g	refuses to answer

[illegible] What is your birth date?

month year

[illegible] In what school district do you live?

[illegible] What was the last grade or year of education you completed? [illegible]

[illegible] 1	0 - 8 years
[illegible] 2	1 - 3 years of high school
[illegible] 3	4 year high school graduate
[illegible] 4	1 - 3 years of college
[illegible] 5	4 year college graduate
[illegible] 6	more than 4 years of college

[illegible] Sex

[illegible] 1	male
[illegible] 2	female

Thank you very much.

[illegible]

Interviewer Number

[illegible]

Interviewer Signature